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ABSTRACT

A report of the Task Force on Black and Hispanic Student Enrollment and Retention in New England is presented. It is noted that New England is predominantly white, and there are many stark inequities in minority participation in New England higher education. Task Force findings include the following: it is an economic necessity that a larger proportion of New England's Black and Hispanic residents join the region's skilled labor force; racist behavior and attitudes on New England campuses must be acknowledged and eradicated; and the New England states have inadequate data collection systems for tracking the progress in higher education of racial and ethnic minorities. The 20 Task Force recommendations include: states should provide more financial aid for low-income students at all levels of higher education; college/university presidents should activate self-assessments of their campuses' racial climate and then adopt initiatives to address problems discovered; and campuses should pay special attention to average students and help them master basic competencies. An appendix provides 12 tables (e.g., Black and Hispanic enrollments in New England and the United States; national high school graduation rates 1968-1985; degrees conferred in New England 1984-1985; and U.S. doctorate recipients by racial/ethnic group, 1987). (SM)

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EQUITY AND PLURALISM:

Full Participation of Blacks and Hispanics in New England Higher Education

The Report of the Task Force on Black and Hispanic Student Enrollment and Retention in New England

January 1989

HE 022 916

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NEW ENGLAND BOARD OF HIGHER EDUCATION

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Pluralism

Pluralism as a social condition is that state of affairs in which several distinct ethnic, religious and racial communities live side by side, willing to affirm each other's dignity, ready to benefit from each other's experience, and quick to acknowledge each other's contributions to the common welfare. Pluralism is different from the contemporary concept of "diversity" in which individuals from various groups are merely present, just as it differs from the idea of "integration" in which minority individuals are asked, explicitly or implicitly, to abandon their cultural identity in order to merge into the majority community.

Source: "The American University and the Pluralistic Ideal, A Report of the Visiting Committee on Minority Life and Education at Brown University," Brown University, Providence, R.I., May 1986, p. ix.

Acknowledgements

The New England Board of Higher Education deeply appreciates the encouragement and support it has received for the work of the Task Force on Black and Hispanic Student Enrollment and Retention in New England, and for publication and distribution of *Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education*, from organizations throughout New England.

The Board wishes to acknowledge the sustaining financial support for the work of the Task Force provided by the Aetna. The Board also gratefully acknowledges the generous support of the Bank of Boston, the New England Education Loan Marketing Corp. (NELLIE MAE), the University of Massachusetts and The Education Resources Institute (TERI). Each of these organizations has embraced a strong commitment to equal employment and educational opportunity, as a matter of enlightened self interest as well as corporate responsibility.

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Summary
Task Force Findings

1. It is an economic necessity that a larger proportion of New England's Black and Hispanic residents join the region's skilled labor force.
2. Even though New England may be the higher-education capital of the world, an unacceptably low number of Black and Hispanic students receive undergraduate, graduate, or professional degrees from the region's colleges and universities.
3. Inadequate financial aid is a barrier for low-income students in many areas of the region and accounts in large part for the disappointing rate of participation of Blacks and Hispanics in New England undergraduate and graduate study.
4. Community-college students, a substantial number of whom are Black and Hispanic, understandably cut short their pursuit of a bachelor's degree when they find that many of their community-college course credits will not be accepted by four-year institutions, and that the transfer process itself is bewildering.
5. A more nurturing climate on New England campuses is required for Black and Hispanic students, faculty, and staff—as well as for first-generation students (those whose parents did not attend college).
6. Racist behavior and attitudes on New England campuses must be acknowledged and eradicated.
7. Black and Hispanic students possessing average academic abilities require special encouragement. Colleges perform a disservice to themselves and society when they aggressively compete for academic superstars and exclude students with more modest credentials who are capable of demanding academic work.
8. The New England states have inadequate data-collection systems for tracking the progress in higher education of racial and ethnic minorities. Moreover, there are an inadequate number of longitudinal and other studies being performed that would provide insights into students' successes and failures, how they can be better counseled and taught, how their securing of appropriate employment after graduation can be enhanced, and other important topics.
9. Predominantly negative and stereotypical images of Blacks and Hispanics in the media must give way to more positive portrayals and success stories embodying the value, joy and economic value of education.

Summary
Task Force Recommendations

To the Governors and State Legislators of New England

1. Through public policies and appropriation of resources, states should underwrite remedial work for elementary and high-school students who are headed toward dropping out, support preschool enrichment programs for underprivileged children, and financially assist campuses with remedial work for entering students.
2. States should provide more financial aid for low-income students at all levels of higher education.
3. States should re-emphasize existing laws providing for equal educational opportunity and insist that campuses look inward and address and eradicate racism.
4. States should underwrite retraining and adult literacy programs for older Black and Hispanic adults so they can join the skilled laborforce.

To College and University Presidents, Faculty, Students, Staff, and Boards of Trustees

5. College and university presidents should exercise their leadership in bringing about pluralism—in the student body, faculty, staff, and boards of trustees as well as in the curriculum. Presidents and boards of trustees should make a greater commitment to the academic success and expanded enrollment of Black and Hispanic students. Presidents, in their annual reports, should document the progress their campuses are making in these areas.
6. Presidents should activate self-assessments of their campuses' racial climate and then adopt initiatives to address problems discovered.
7. The transfer of academic credits from community colleges to four-year colleges and universities must be facilitated and community college students encouraged to seek a bachelor's degree.
8. Graduate schools should create a more hospitable setting for Blacks and Hispanics to gain master's and doctoral degrees.
9. Faculty and students should help provide academic enrichment programs and one-to-one tutoring for at-risk youngsters in neighboring communities.
10. Campuses should pay special attention to average students and help them master basic competencies.

Summary
Task Force Recommendations

To the Commissioners and Chancellors of Higher Education Systems in New England

11. Provide executive leadership to ensure that campuses adopt a more pluralistic approach to teaching and learning.
12. Improve data collection within each New England state so that minority students' academic successes and failures can be better tracked, and progress towards pluralism on campus can be better understood and encouraged.
13. Ensure minority representation on boards of trustees and on accreditation reviews of all public campuses.

To the New England Board of Higher Education

14. Disseminate information annually on the progress of the New England states and their campuses in heightening Black and Hispanic participation in higher education—as students, faculty, administrators, and staff members.
15. Disseminate information on successful efforts that are making campuses (their curriculum, their personnel, their student population) more pluralistic.

To the Business Community

16. Continue to initiate partnerships with financially poor schools in order to provide special mentoring to youngsters, upgrade the teaching and guarantee jobs to graduates.
17. Provide scholarships as well as workplace internships to Black and Hispanic undergraduate and graduate students.
18. Continue to promote pluralism in the workplace through sensitivity workshops, role-playing and other means designed to break down cultural, sexual and racial stereotypes.

To Publishers/Producers of Newspapers, Television, Radio and Film

19. Ensure more positive and diverse presentations of Blacks and Hispanics in the media. Produce more success stories about Blacks and Hispanics. Reveal that education can be ennobling and empowering.
20. Consistently report on the progress (or lack thereof) in improving the participation of Hispanics and Blacks in the educated workforce and in New England higher education.

Preface

In exploring our region's economic resurgence, the New England Board of Higher Education has consistently tempered optimism with the realization that too many New England families are being left behind, a fact which is particularly true for our Black and Hispanic youth. In appointing the NEBHE Task Force on Black and Hispanic Student Enrollment and Retention in New England, we requested our colleagues to confront this issue squarely. In *Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education,* they have done so with admirable insight and we are in their debt.

New England is predominantly White, in fact more so than any other region of the United States.

As New Englanders have attained the highest personal income in the history of any region in the nation, we must realize that this is primarily a result of White affluence. U.S. Census Bureau data, not yet officially released, reveal that the median income for a White family in New England reached $36,984 in 1987. Black family median income was $27,379 or 74 percent of the median for White families. Hispanic family median income was only $13,346: the lowest among all U.S. regions and a mere 36 percent of White family income in New England.

The NEBHE Task Force has uncovered the same stark inequities in minority participation in New England higher education. Blacks and Hispanics receive only 3.7 percent of all bachelor's degrees, 3.4 percent of master's degrees, and 4.3 percent of doctorates awarded in New England. These percentages are unacceptably low. Blacks and Hispanics represent 6.2 percent of the region's population and, it should be remembered, possess a much higher proportion of New England youth. A large number of Black and Hispanic undergraduate and graduate students at New England's selective colleges and universities are recruited from outside the region. If you are a Black or Hispanic New Englander, your opportunity to earn an undergraduate or graduate degree within the region is clearly limited.

Poverty and low levels of educational attainment go hand in hand. Access to higher education and income also go hand in hand. Without adequate higher education, many Blacks and Hispanics have been relegated to low- or no-skill service sector jobs with little room for advancement. Their meager incomes pass on to their children all the problems of poverty—high infant mortality, childhood malnutrition, poor schooling and limited access to higher education.

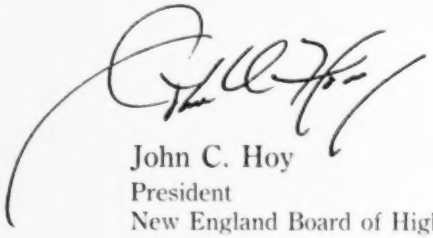
It should be remembered that New England has the lowest level of regional unemployment in the nation. Our highly skilled workforce is perhaps the most professionally qualified of any regional economy in the world. Yet a dangerous shortage exists. The shortage of skilled labor is now and will be, for the foreseeable future the foremost deterrent to continued regional growth. The Task Force reasonably asks that the educational resources of the nation's most prosperous region be fully applied to the task of stopping the waste of all youth caught in the depths of poverty—those who without guidance relinquish their aspirations and drop out of school, all too frequently to accept the necessity of low-paying jobs.

Preface

Equity and Pluralism is not a radical document; it could have been. Foremost, the report is a factual statement of a disturbing regional condition: the grim absence of adequate educational opportunity for the most vulnerable among us. Every Task Force recommendation can be acted on immediately. Each makes compelling good sense and encourages creative recommitment to solving a unique New England dilemma.

A quarter of a century has passed since the initiation of America's failed commitment to fight a war on poverty. New England fought early and hard in those skirmishes which led to new laws, public policies, corporate involvement and educational initiatives. Yet the energy of the 1960s and 1970s was dissipated in another more expensive and lethal war. The 1980s have seen poverty return and educational opportunity diminish. Of late, New England, in the midst of plenty has found it all too easy to ignore those it has left behind without education or skills. Will the region with the nation's smallest minority population respond to the challenge of attaining pluralism and equal access to education as a moral imperative and an economic necessity?

The New England Board of Higher Education gratefully accepts the benchmark work of the Task Force with appreciation and the expectation that *Equity and Pluralism* will gather dust only after equal educational opportunity has become a reality in the region.



John C. Hoy
President
New England Board of Higher Education

Foreword

The story told in this report goes well beyond the disturbing facts and figures contained within. This report tells the story of real people who increasingly find themselves on the short end of New England's economic prosperity. It is a story of polarization, based on access to higher education, and too often, based on color.

This polarization is clearly symbolized by the people who converge at a fast-food restaurant on Interstate 95 in affluent Greenwich, Conn. The patrons represent the wide socio-economic world of White Anglo-America—a world that includes the well-educated and affluent of surrounding Fairfield County. The workers in this restaurant are almost exclusively Black and Hispanic youngsters drawn from the urban neighborhoods and barrios of southern Connecticut.

Situations like this exist along most of New England's interstates and in its cities. In all these places, the patrons and the imported workers face very distinct realities. For most of the workers, these realities are grim: inadequate education, diminishing opportunity and poverty.

This is the story of how the White patron and the worker of color interact in a microcosm of New England's economy. They are dependent on each other, but somehow not connecting; attempting to communicate, but more often than not, failing to understand each other; they grudgingly rely on each other for what they bring to the simple transaction. And so, this is also a story of discomfort, frustration and even hostility.

The intrinsic human dimension of this report must be considered by business, higher education and government. These three sectors must recognize that it is in their interest—indeed in the public interest—to see that New England's higher-education gap, and by extension, its economic gap, is closed. This human dimension should bring home a simple fact: an undereducated and alienated workforce affects us all.

Yes, it is an economic necessity to assure higher educational opportunity for everyone, including the increasing numbers of Black and Hispanic students who are now denied access to higher education. It is also a human necessity. While we are confident that the moral imperative of equal access to higher education expressed so often during the 1960s and 1970s has been buttressed by the economic imperative of the 1980s and 1990s, the Task Force wishes to reaffirm the human dimension and the urgency it brings to this discussion. The urgency exists not because of the facts and figures, but because of the people.

It will be people who make this more than just another report on educational inequality and its relationship to national and regional competitiveness. It will be people in business, higher education and government who will act on the recommendations in this report. And it will be people from the Black and Hispanic communities who will use the report in their interaction with colleges and universities.

This report is intended to help us understand the challenges ahead and generate change. It is our hope that our recommendations will broaden minority participation in higher education. We may even change that restaurant in Greenwich.

Peter M. Rosa

Peter M. Rosa, Ph.D.
Co-Chair, Task Force

Foreword

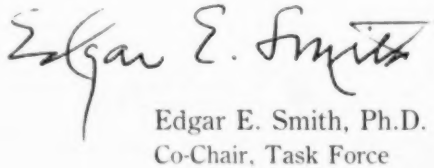
This report has been approximately two years in the making. It represents a great deal of hard work on the part of the Task Force itself and the staff at the New England Board of Higher Education. We are particularly grateful to the staff and I wish to express publicly, in the strongest possible terms, that sense of gratitude.

We recognize that this report on minority student access and retention is by no means the first attempt at addressing this subject and, unfortunately, it will not be the last. It must not be seen, however, as "just another report" to be relegated to the crypt of dead reports. That was not the intent of the Task Force. We are strongly committed to the implementation of the recommendations found in the report, and expect a similar response from academic, corporate and government leaders. Without such a commitment, our effort would most assuredly be viewed as one in a series of charades that have cited the deteriorating conditions of minority student access to higher education in America, without eliciting substantive results.

In spite of the length of time required to complete the report, it was done with a deep sense of urgency. The problems we describe are real, and in the absence of sincere efforts aimed at their resolution, they will only worsen. We cannot allow this to happen. To do so would be both morally wrong and economically unsound. Equal opportunity must be more than a slogan. It is an absolute necessity for this nation to develop all of its natural resources, especially its people. Survival in an increasingly competitive world demands no less.

As further indication of its commitment to implementation, the Task Force has pledged, unanimously, to take an active role in presenting this report to various audiences, while working throughout New England for action on its recommendations. The true test of the success of our effort is not the production of a report, but the extent to which we will be able to effect change.

In this report we have made a sincere and conscientious effort to present what we believe are the key problems associated with the enrollment and retention of minority students in New England, together with straightforward recommendations aimed at their resolution. Implementation will require the active participation not only of those directly involved with education, but also by those who have a significant influence on education. Included in this category are all representatives of the media, as well as the business community. There is a role for everyone to play, and it is imperative that action be taken now.



Edgar E. Smith, Ph.D.
Co-Chair, Task Force

Task Force on Black and Hispanic Student Enrollment and Retention in New England

Co-Chairs

Edgar E. Smith, Ph.D.
Vice President for Academic Affairs
University of Massachusetts System

Peter M. Rosa, Ph.D.
Executive Assistant to the President
for Government Relations
Connecticut State University System

Members

Louis H. Campbell
Office of Grants and Contracts
Connecticut Department
of Higher Education

James G. Collins, Esq.
Attorney at Law
Boston, Mass.

Narbeth R. Emmanuel, Ph.D.
Associate Dean of Students
University of Vermont

Rebecca Flewelling
Assistant to the President
Tufts University

Matthew Lamstein
Director
Upward Bound Project
University of New Hampshire
President
National Council of Educational
Opportunity Associations

Wilson Luna
Director of Financial Aid
Greater New Haven State
Technical College

Janet Robinson
Associate Vice Chancellor of
Student Affairs
Massachusetts Board of Regents of
Higher Education

Carlos Torre, Ph.D.
Assistant Dean of Yale College
Yale University

Cynthia V.L. Ward
Associate Commissioner for
Programs and Planning
Rhode Island Office of Higher
Education

Beth I. Warren
Executive Director
Human Resources
University of Southern Maine

Clarence Williams, Ph.D.
Special Assistant to the President
Massachusetts Institute of Technology

James M. Wilson
Senior Project Analyst
Massachusetts Institute
for Social and Economic Research
University of Massachusetts

NEBHE Staff Assisting the Task Force

Judith Beachler, Ph.D.
Director, Research Services

Michael Genovese
Director, Student Services

Richard King, Ph.D.
Senior Research Fellow

JoAnn Moody, Ph.D., J.D.
Associate Vice President and
Legal Counsel

Charlotte Stratton
Director, Public
Affairs

PART 1: TASK FORCE FINDINGS

Introduction

Early in the course of its work, the Task Force decided to focus exclusively on the participation of Blacks and Hispanics in New England higher education. These two groups have had the greatest difficulty in gaining access to higher education, and, of the groups at risk, have the largest populations. Native Americans, for example, constitute only 0.2 percent of the region's population but do gain proportional college enrollment at the equal rate of 0.2 percent. Asians represent 0.6 percent of the population of the region but 1.6 percent of college enrollments. However, the newest wave of immigrants from Southeast Asia—of lower economic status and educational attainment than earlier Asian-American generations—will undoubtedly deserve the special support and encouragement of the education community described in this report.

In Part One of the report, the Task Force sets forth its nine findings. In Part Two, the Task Force calls for new commitment and energy from education, business, government and media leaders in order to ensure that Black and Hispanic citizens in New England participate to a much fuller extent in the economic and educational life of the region.

Finding 1: It is an economic necessity that a larger proportion of Black and Hispanic residents of New England join the region's skilled labor.

Demographic and Economic Trends

Skilled labor in New England is and will continue to be in short supply. In early 1988, Frank Morris, president of the Federal Reserve Bank of Boston, predicted that the Massachusetts economy would underperform the nation during the next decade due to a shortage of skilled workers. In June of the same year, Morris had to revise his forecast because the shortage of skilled human capital had already surfaced. A similar warning can be found in the comprehensive study, *Jobs for Connecticut's Future.*[1]

This shortage will predictably intensify for three reasons: a decrease in the number of young entry-level workers, a continuing increase in the demand for skilled labor by knowledge-intensive businesses and services in New England, and prohibitively high real-estate costs in many parts of the region, which prevent substantial in-migration of workers. The shortage creates the economic necessity that a larger number of Black and Hispanic workers residing in the six states move into the ranks of skilled and educated labor.

Changes in the Workforce and Population

The "graying" of America is underway, as the Baby Boom generation ages, the overall U.S. birth rate declines, and a greater proportion of Americans survive into "old-old" age.

The "birth dearth" is producing a reduced pool of young adults and young labor-market entrants for the near future. This condition will continue until 1998 when the "baby-boom echo" generation begins to enter

the work force. While the young adult cohort is becoming smaller, its composition is changing dramatically.

So, too, is the composition of the U.S. population.[2]

Consider these facts and projections:

- By the year 2000, more than one-third of the nation's population will be members of minority groups (Black, Hispanic, Native American, Asian). Today, while the U.S. population of 238 million is made up of 27 million Blacks and 15 million Hispanics, by the year 2020 the total U.S. population of 265 million people will include 47 million Hispanic citizens and 44 million Black citizens—even more Hispanics if their immigration rates increase while their relatively high birth rate holds steady.[3]
- The minority population in the year 2000 will be much younger, in median age, than the White majority population. The Hispanic population will increase four times as fast as the White population, becoming the largest minority group by the year 2000 and having the lowest median age of any minority group.[4]
- Between now and 2000, more than half of all new workers hired in the United States will be minorities, nearly three times the current rate. Over the next 10 years, only 15 percent of workforce entrants will be native-born White males.[5]
- Minorities now constitute the majority of public-school students in 23 of the 25 largest U.S. cities. By the year 2000, 2 percent of the entire nation's public-school enrollment will be minority.[6] Currently 72 percent of Boston's public-school enrollment is minority.[7]
- In New England, the Black population from 1970 to 1988 grew 22 percent, the Hispanic population 106 percent, and the White population only 1.6 percent.[8] Yet New England remains the most predominantly White region in the nation. While Blacks comprise 11.7 percent of U.S. population, they make up only 3.8 percent of the region's population (475,000 out of 12,348,000). Hispanics comprise 6.4 percent of the total national population and 2.4 percent of the regional population (299,000). Vermont's population is only 0.2 percent Black and 0.6 percent Hispanic. At the other end of the scale, Connecticut is 7 percent Black and 3.8 percent Hispanic (see Table A in Appendix).
- Projections suggest that by 2000, Blacks will make up 5 percent of New England's population and Hispanics 5 percent.[9] It is expected that large metropolitan areas in Connecticut, Massachusetts and Rhode Island will continue to be magnets for Black and Hispanic citizens (see Table B).

Given their high population growth (relative to that of Whites) during the past two decades and their expected growth in the next two decades, Hispanics and Blacks are obvious candidates to help meet the shortage of

skilled human capital in New England. At the present time, in New England and the United States, Blacks and Hispanics are over-represented in "no-tech" or unskilled occupations such as service worker, operative and laborer, while they are under-represented in positions held by blue-collar craftsmen and white-collar professionals.[10] In short, too many Blacks and Hispanics are stuck in dead-end jobs (see Table C).

They must be unstuck and this historical trend arrested. Their future contributions to skilled labor in New England are essential. Failure to increase the supply of educated Blacks and Hispanics will damage the economic prospects of the region.

Social Security Benefits

Failure to increase the supply of educated Blacks and Hispanics with expanded earning capacity will also damage the Social Security system. In 1950 there were 17 workers to each recipient drawing Social Security benefits. By 1992, there will be only three workers to each recipient, and one of the three workers will be minority. Obviously, minority workers, like majority ones, must be productive members of the labor force and pay substantial "dues" into the Social Security system. If they do not, the entire system will be threatened. Harold Hodgkinson, a national expert on educational statistics, has made a pithy observation:

> *Our rapidly aging White middle class will find its retirement income generated by an increasingly non-White work force—a small cheer for increasing educational and occupational attainments by minorities would seem to be in order.*[11]

In fact, a large cheer would seem to be in order.

Sophisticated Skills for a Technological Economy

Economic Trends

The shortage of skilled labor in New England will foreseeably worsen for another powerful reason. It is predicted that New England's economy will become even more knowledge-centered and export-intensive.[12] In Maine, for example, Education Commissioner Eve Bither asserts that by the year 2000, 90 percent of the jobs in that state will require technological literacy, critical thinking, and problem-solving skills. In fact, 50 percent of Maine jobs anticipated for the year 2000 "do not exist now."[13] These economic predictions give special urgency to the newly launched statewide campaign to raise the "personal aspirations and educational performance of Maine students." The campaign, entitled the Maine Aspirations Compact, is driven by a comprehensive partnership between educators and business leaders.[14]

Former U.S. Labor Secretary William Brock has maintained that a predominant number of the new service-sector jobs created in the United States by the year 2000 will require at least some post-secondary training. An estimated 18 million new jobs will be created, nine out of 10 of these

in the service industries, with two of the fastest-growing labor markets for highly skilled business and health-service professionals.

By 1995, about 20 percent of *all* available job openings will require four or more years of college. In other words, the number of skilled jobs will increase, even as the demographic supply of workers shrinks.[15]

That tomorrow's skilled workers will have to be adaptable is an accepted fact. They will be expected to continually acquire new competencies through retraining and further education. Indeed, several career changes in one lifetime will probably be the norm, given the quickening rate of technological change in the region's economy.

Creative and Basic Skills

Skilled labor of two sorts is required for New England, according to James Wilson, senior analyst for the Massachusetts Institute for Social and Economic Research, at the University of Massachusetts. Highly trained "creative" workers, such as engineers, are needed to provide product and process innovations. Laborers with "basic" skills are required to implement and operate new technologies. Basic skills include numerical reasoning, communication competencies (both oral and written), literacy, and common sense, all of which can be used in combination with other competencies to solve a range of work-related problems.[16]

Both types of workers are in demand at New England corporations. The Massachusetts High Technology Council, for example, is taking steps to help ensure a greater number of electrical engineers for its member companies. The Aetna Insurance Corp. of Hartford, through its Institute for Corporate Education, is training and retraining workers so that their upgraded basic skills can equip them to analyze insurance claims and perform more decision-making and problem-solving tasks. Basic skills possessed by solid high-school and college graduates are desperately sought by the fledgling biotechnology firms in New England as many of them prepare to bring products into the marketplace. With basic skills, a new worker can be specifically trained for a laboratory assignment, and then quickly retrained for another and another, as the company's product lines evolve.

According to Boston University Professor Henry White, Japanese blue-collar workers possess exceptionally strong basic skills. Unlike their counterparts in the United States, they can "interpret advanced mathematics, read complex engineering blueprints, and perform sophisticated tasks on the factory floor." These skills are providing a competitive advantage for Japan.[17]

If only a proportionately few Blacks and Hispanics in the United States succeed in acquiring basic or creative skills, then their numbers in the unskilled and unemployed "underclass" will burgeon—with disastrous results for both the minority and the majority. The U.S. unemployment rate in 1987 for Blacks was 13.0 percent—more than twice the rate of 5.3 percent for Whites. Hispanics experienced an 8.8 percent unemployment rate in the

same year. The New England rates were 5.2 percent for Blacks, 4.4 percent for Hispanics, and 3.2 percent for Whites.[18]

High Housing Costs

Skilled-labor shortages in New England are surfacing for another reason. A 1987 survey by the New England Board of Higher Education ("The Future of New England") demonstrated that high housing costs in many sections of the region are creating severe personnel problems for the business sector. New England corporations that wish to bring in workers—especially skilled workers—are often thwarted because outsiders cannot afford to rent or buy a house comparable to the one they currently occupy. Even with a healthy pay increase, the worker's capital is often insufficient to enter the housing market. Corporate, government and higher-education leaders questioned in the NEBHE survey cited cost of housing as the *most* serious obstacle to future economic growth in the region. Housing is viewed as a critical problem in all six states. A study by the Harvard-M.I.T. Joint Center for Housing Studies (a component of the New England Economic Project) reinforces the validity of the views expressed in NEBHE's survey.[19]

Conclusion

These economic and demographic trends set the stage. New England is faced with the dismal prospect that uneducated Blacks and Hispanics will swell the ranks of the unskilled. But there is also a heartening opportunity for educated minorities to achieve rapid economic advancement, in the face of a shrinking labor supply and clear demand for skills of a higher order in the New England workforce.

In the final section of the report, the Task Force calls on state governments, the higher education community, business leaders, publishers and producers to help ensure that this heartening opportunity is the one seized.

Finding 2: Even though New England may be the higher education capital of the world, an unacceptably low number of Black and Hispanic students receive undergraduate, graduate, or professional degrees from the region's colleges and universities.

Educational Participation

While it is the smallest region geographically in the nation, New England boasts a remarkable concentration and diversity of higher-education institutions. There are 264 public and independent campuses within the six states. This resource, buttressed in particular by the strength of several world-class research universities, has helped sustain the growth of New England's revitalized economy, which is now based on knowledge and technology. Leaders of education, business and government from around the world make pilgrimages to the region, to learn how they can strengthen their own nations' educational infrastructures, and take better advantage

of higher education's potential contributions to economic development.

Given New England's remarkable stronghold of higher-education institutions, the Task Force finds that the region could and should do far better at educating its Black and Hispanic citizens. While these minority populations represent 6.2 percent of the region's total population, they represent only 5.6 percent of enrollment at New England campuses. This percentage is unacceptably low when it is remembered that these two minority groups are characterized by an exceptionally high proportion of young people in their populations.

It should also be remembered that highly selective campuses in New England recruit nationally for students. At these campuses, very few Black and Hispanic students are in fact New England residents. For example, Harvard University reported that in its 1988 freshman class of approximately 1,600 students, 135 are Black, but only eight are from Massachusetts (there were 13 from Massachusetts in the 1986 freshman class). Of the 85 Hispanic freshmen students enrolled in the fall of 1986, only two hailed from Massachusetts—approximately the same ratio as for fall 1988.

In short, New England possesses an extraordinary collection of public and private campuses. With these resources, the region can and must do better at educating its own Black and Hispanic residents.

College Enrollment vs. High School Graduation

High-school graduation rates in the United States for both Blacks and Hispanics have improved. In 1968, only 58 percent of U.S. Blacks between the ages of 18 and 24 had graduated from high school; by 1976, the figure had risen to 68 percent; by 1985, to 75 percent. For Hispanics, a similar pattern was sketched. High school completion rose from 52 percent in 1972 to 62 percent in 1985 (Table D).

But there is also the deeply discouraging news that college enrollment of 18-to-24-year-olds in both groups has dropped since the mid 1970s. Twenty-six percent of Black high school graduates in this age cohort went on to college in 1985, contrasted with 34 percent in 1976. Likewise, 26 percent of Hispanics in this age group attended college in 1985, contrasted with 36 percent in 1976 (Table E).

The decidedly *bad* regional news is that enrollment of Black and Hispanic students at New England institutions (community colleges, four-year colleges and universities) shows little progress over the past several years. Blacks made up 3.4 percent of New England's total college enrollment in 1980 and 3.6 percent in 1986. Hispanics accounted for 1.3 percent of the region's enrollment in 1980 and 2.0 percent in 1986 (Tables G and H). On a number of New England campuses, Black and Hispanic enrollment has declined.

In Connecticut, at both public and independent campuses, there were 7,888 Blacks enrolled in 1980 and 2,746 Hispanics. By 1986, there were 7,596 Blacks and 3,752 Hispanics enrolled (Tables G and H). It should be

noted that Connecticut's public system is enrolling approximately 68 percent of the total Black and Hispanic enrollment in the state—a commendable achievement (Tables I and J).

In Massachusetts, Blacks on campus numbered 14,748 in 1980 and 16,787 in 1986—an encouraging gain, occurring mainly between 1984 and 1986 at the state's public institutions. Hispanics numbered 6,036 at all Massachusetts institutions in 1980 and 9,806 in 1986—again, the gain was primarily registered between 1984 and 1986 at public campuses.

Rhode Island campuses enrolled 2,212 Blacks in 1980 and 2,014 in 1986. Enrollment of Hispanics increased from 896 in 1980 to 1,055 in 1986.

In northern New England, which has only a fraction of the region's Black and Hispanic resident population, Maine campuses enrolled 179 Blacks in 1980 but 540 in 1986, primarily due to the efforts of the independent colleges. Enrollment of Hispanics increased from 82 to 188 during the same period.

For New Hampshire, Black enrollment dropped from 745 in 1980 to 667 in 1986; Hispanic enrollment rose from 269 to 465. Independent campuses account for most of this enrollment.

Finally, Vermont's enrollment showed little change. In 1980, there were 318 Blacks at the state's colleges and the university, and in 1986, 298. There were 147 Hispanics in 1980, contrasted with 167 in 1988.

In New England, as elsewhere, the majority of Black and Hispanic students enrolled at public campuses are found at the community-college level. (Maine and New Hampshire do not have traditional community colleges, but rather vocational-technical institutes.) In southern New England, where Black and Hispanic populations are most significantly concentrated, approximately 58 percent of total Hispanic and Black enrollment in public institutions is found in the community colleges (according to analysis by the Massachusetts Institute for Social and Economic Research). Unfortunately, only a small proportion of minority graduates move on to four-year institutions from this early stage of higher education. The primary reasons for this failure to move on will be identified below.

Degrees Earned in New England

The number of bachelor's degrees earned in New England by Hispanics and Blacks is even more disappointing. In 1985, New England campuses conferred 73,348 bachelor's degrees, but Blacks received only 1,758 of that total (2.4 percent) and Hispanics only 978 (1.3 percent; see Table K).

Graduate and Professional Degrees

In 1985, Blacks in New England earned only 2 percent of all master's degrees and 2.1 percent of all doctorates. Hispanics earned only 1.4 percent of all master's degrees and 2.2 percent of all doctorates (Table K). In 1987, a total of 32,278 doctorates were granted in the United States (Table L) with Whites receiving 21,007 (65 percent); Blacks 904 (2.8 percent);

Hispanics 709 (2.2 percent); and foreign students with temporary visas 5,593 (17.3 percent). By contrast, in 1977, Whites earned 23,065 doctorates (72.7 percent), Blacks 1,116 (3.5 percent), and Hispanics 423 (1.3 percent), according to the National Research Council.

As Tables I and J make clear, the under-representation of Blacks and Hispanics in the study of science, engineering, and mathematics is both striking and discouraging.

The number of medical and law degrees earned by Blacks and Hispanics has shown only miniscule improvement. In 1981, Blacks earned 768 medical degrees out of a total of 15,673 (4.9 percent), while in 1985 they earned 828 out of a total of 16,318 (5 percent). Hispanics received 277 medical degrees in 1981 (1.7 percent) and 331 in 1985 (2 percent).

Law schools in the United States awarded 1,461 degrees (4 percent) to Blacks in 1981 out of a total of 36,331, and 1,548 (4 percent) in 1985 out of a total of 37,491. They awarded 790 to Hispanics in 1981 (2 percent) and 955 (2.5 percent) in 1985.[20] But it should be noted that the rapid demographic growth of Black and Hispanic youth in the United States undercuts the apparent improvement—albeit small—suggested by these numbers.

Shortage of Minority Faculty and Administrators

There is an acute national shortage of Black and Hispanic faculty and administrators, from grade school through graduate and professional school. The American Council of Education predicts: "The declining participation of minorities, especially Blacks, in the teaching force is bound to cause further declines in Black college enrollments and graduation rates. These statistics continue to clamor for the attention of the higher-education community."[21]

In its 1987 study of teacher supply and demand in Massachusetts, the Massachusetts Institute for Social and Economic Research discovered that minority-student-to-minority-teacher ratios were significantly higher than White-student-to-White-teacher ratios in all communities examined, sometimes by a magnitude of 20. In the worst case, the minority-student-to-minority-teacher ratio was 324 to one, while in the same community the White-student- to-White-teacher ratio was 13 to one.[22]

The Attraction of Military Service for Young Blacks

While Black college enrollment has dropped recently, Black participation in the armed services—especially of males—has risen. Blacks now comprise 20 percent of the total personnel in the armed forces. While there were 390,370 Blacks in the services in 1980, there were 404,506 in 1986, and 412,011 in 1987. The Navy (90 percent of whose recruits hold high school diplomas) had 3,929 more Blacks in 1987 than in 1980, moving Black representation in that branch from 10.1 percent to 13.3 percent.

Hispanics comprised 3.9 percent of the armed forces in 1987—a modest increase from 3.6 percent in 1980.

Equality and economic opportunity seem to be the drawing cards. Decent pay is provided by the military, as well as hands-on training with technical equipment, health-care coverage, life insurance, and tuition support. This includes the new G.I. Bill and Army College Fund, which provide up to $25,000 for educational purposes.

But the disproportionately large number of Black soldiers is also disturbing. As William Cox and Catherine Tobe commented in the Fall 1987-Winter 1988 *Educational Record:* "It shouldn't be true that minorities bear a greater defense burden [and risk] because they don't believe they will be treated as well in academia or industry as in the military."[23]

Can Higher Education Do Better?

Given the anticipated demographic shifts, higher education will have to do better at attracting and graduating Blacks and Hispanics.

The urgent need for skilled labor will compel changes. Peter Rosa, Ph.D., co-chair of the NEBHE Task Force and government relations specialist for the Connecticut State University System, predicts: "Higher education *will* adapt, because business and government cannot tolerate the waste of human capital at this time in our economic history. While equity in higher education was previously a good idea on moral grounds, it is absolutely essential today on economic grounds."[24]

It is also necessary for a greater number of higher-education institutions to reach out a strong helping hand to deserving elementary and high schools. The majority of Black and Hispanic youngsters in the United States and New England are found in the financially strapped schools of poor neighborhoods: understaffing is routine; teachers' qualifications, especially in mathematics and science, are often weak. There is an acute need for such schools and their students to be buttressed by the region's 264 colleges and universities. Nearby campuses could help to enrich instruction by means of tutoring offered by their budding scientists and mathematicians, and through special "hands-on" experiments and field trips organized by students and faculty.

Do not forget that a predominant number of these youngsters found in poor schools also struggle at home—against the oppression of poverty. Only 9 percent of all Whites in the Northeast were living below the poverty level in 1987, compared to 29 percent of Blacks and 37 percent of Hispanics.[25] College faculty and students can intervene and help enrich not only the teachers and pupils at underfunded schools, but their own educational and moral development. Can higher education do better? Yes, it can and it must. Higher education in New England—the envy of the world—can do far more to increase the equitable participation of Hispanics and Blacks at all levels of education.

Finding 3: Inadequate financial aid is a barrier for low-income students in many areas of the region and accounts in large part for the disappointing rate of participation of Blacks and Hispanics in New England undergraduate and graduate study.

Financial Aid

The NEBHE Task Force is in agreement with recent reports from the American Council of Education, the Education Commission of the States, the United Negro College Fund and the National Institute of Independent Colleges and Universities. The disappointing trend in Black and Hispanic students' participation in higher education is in large part caused by the reduction in federal student grants, and, simultaneously, the dramatic shift to a much heftier reliance on student loans as college costs have soared.

Since 1980, the federal government has cut back on the financial aid it provides to students, changed the criteria determining who shall receive federal grants and loans, and increasingly stressed borrowing as the primary source of student support. As a result, the Boston and Amherst campuses of the University of Massachusetts, for example, have experienced great difficulty in recruiting minority students at both locations.[26]

Minority students screen themselves out of higher education when they must assume educational loan obligations that can exceed their families' annual income. In freshman classes nationwide, this self-screening of those with modest backing is quite evident. Less than 20 percent of the cohort group currently report family incomes of less than $20,000, but in 1980, 40 percent reported such incomes. Moreover, the number of students reporting less than $30,000 in family income has dropped by almost one-half.[27]

Minority students, according to the American Council on Education, had far more financial difficulty enrolling in college in 1988 than in 1978, due to reductions in federal student aid, higher tuition costs charged by campuses, and low family income.[28] According to the U.S. Bureau of the Census, the median income for White families living in New England in 1987 was $36,984; for Black families, $27,379; and for Hispanic families, $13,346.

Analysis of Need

The Task Force also believes that the financial-needs evaluation required by federal and state authorities often puts minority students and first-generation students at a disadvantage. The needs analysis typically assumes a nuclear family structure—whereas in fact an extended family, including a grandparent or an aunt, for example, is far more usual. Further, minority and first-generation students, unlike majority students, often have responsibilities to help support their extended families. While majority students may often be assisted by their nuclear family, this same assumption is not valid for minority students. Yet the financial-needs tests are typically designed to assess the financial circumstances of the majority.

Furthermore, the financial-aid applications used by state and federal authorities are often so difficult to understand that a cottage industry of

experts has sprouted up to translate the forms (for a fee) into layman's terms. Such a state of affairs is intolerable: financial aid is most needed by exactly those students and parents lacking the resources or college-level reading skills to master the forms. Easy-to-follow applications and directions are essential if those most eligible for grants and loans are to be encouraged to step forward.

Responsibilities of the States and Campuses

In the face of declining federal dollars for grant programs, states and campuses have made efforts to fill the gaps. In Connecticut, for instance, the Board of Governors for Higher Education has recently earmarked 10 percent of new financial aid funds for distribution to low-income minority students.

The Task Force notes with hope that the Massachusetts Board of Regents of Higher Education has recently reorganized its financial aid programs in order to provide full scholarships for economically disadvantaged, underserved students. Another initiative will guarantee back-up counseling and support services while these students are in college.

The Task Force also cites as encouraging the campus aid made available to a small but important number of Boston public-school graduates: Boston University awards 58 scholarships each year to local graduates, while Northeastern University provides 100 renewable scholarships annually to residents of Boston public housing.[29] On "Day of Pride," the University of Connecticut annually awards 15 full scholarships to minority students. "Sojourner Truth" scholarships, established in 1987, are awarded to qualifying minority students at the University of New Hampshire. As worthy as these programs are, additional initiatives are required throughout the region. Until adequate aid is provided, many low-income students, especially Blacks and Hispanics, will be left outside the doors of educational opportunity.

Finding 4: Community college students, a substantial number of whom are Black and Hispanic, understandably cut short their pursuit of a bachelor's degree when they find that many of their community college course credits will not be accepted by four-year institutions, and that the transfer process itself is bewildering.

Educational Mobility

In New England and in the United States as a whole, Black and Hispanic students are concentrated at the community colleges. As explained earlier, more than one-half of the region's total Hispanic and Black enrollment at public campuses is found in these institutions.[30] (Bear in mind that New Hampshire and Maine have vocational-technical institutes rather than community colleges, and only a small proportion of the region's minority residents.) The reasons for this are understandable: community-college tuition is a fraction of that charged by four-year campuses; commuting from

home to a two-year institution is far more feasible financially than living on a four-year campus; and community college courses can be taken at night and at other times, permitting the student to hold down a full-time or part-time job.

Studies have documented that while nearly three-quarters of all community-college students declare that they wish to transfer to a four-year institution and continue their education, only 15 percent on average actually do so.[31]

Barriers to Transferring

A major obstacle to transferring is the fact that the four-year campuses often refuse to accept and apply community college credits to the student's academic climb towards a bachelor's degree. For many community college students, the result is discouragement and the end of their formal higher education.

This barrier seems to be less the fault of the graduating two-year college than it is of the admitting four-year college. It was only in 1957 that New England Association of Schools and Colleges began a formal program of accrediting all public and independent four-year colleges and universities, the last of the regional associations to do so. The original members of NEASC were by and large four-year liberal arts or engineering colleges; at first, with few exceptions, junior and community colleges and technical institutes were not regarded as being truly a part of "higher" education in the region, and were not admitted to membership. That has now changed, although many two-year institutions belong to the association in a separate vocational-technical category.

The result, to some extent, is that the traditional separation remains. Even in a supposedly integrated state system, the state colleges and state universities retain and exercise the prerogative to award (or not award) transfer credit to the graduates of public two-year institutions. This is particularly troublesome because the courses are often identical to their own and occasionally taught by the same instructor.[32]

Successful Transitions

What is required is far more academic counseling and encouragement provided by community college officers to promising students who could move to four-year campuses. A new initiative in California, the Puente (Bridge) Program, provides special mentors and tutors in English to help Hispanic students in community colleges move on.[33] A recent mentoring program for minorities at the Community College of Rhode Island shows promise.

In addition, the receiving four-year campuses must provide support services to ease the transition of transfer students as well as ensure adequate financial assistance for those without sufficient means. Because the vast majority of transfer students from community colleges will be minority

and first-generation students (those whose parents did not attend college), special attention is warranted in order to help reduce confusion and raise the comfort level of these students as they adjust to a new and at times bewildering academic setting.

Transfer of Credits from Military Service to Higher Education

It is also necessary for New England colleges and universities to reach out to military service personnel and encourage them to pursue higher-education courses and degree programs. The first step is to re-examine policies regarding the transfer of academic credits and ensure that military personnel and veterans are treated fairly.

Given that Black Americans now comprise more than 20 percent of the U.S. armed forces, it is important for higher education to accommodate this potentially large and important clientele. As yet, campuses have not fully realized the potential of this group, whose fringe benefits include generous tuition support.

Finding 5: A more nurturing climate on New England campuses is required for Black and Hispanic students, faculty, and staff as well as for first-generation students (those whose parents did not attend college).

Mentors and the Curriculum

Franklyn G. Jenifer, Ph.D., chancellor of the Massachusetts Board of Regents of Higher Education, has reminded the Task Force of an important lesson from American history.

> *When the first colonial colleges were created, they were not created for women, Blacks, Hispanics, or the poor. They were created for those...who possessed privilege, who had always sat at the table of plenty. Women were excluded; minority scholars were unheard of.*
>
> *We have a system of higher education whose customs and values were developed by the class for which it was created. The membership of that class decided what was going to be taught, who was going to teach it, what standards would be used and which concepts would be emphasized....*
>
> *And then those who are women and we who are Black came in, and much later, those who are Hispanic and those who are poor. And we wondered why we were having such great problems in the colleges and universities.*
>
> *Why? Because they were not created for us. Because the institutional fabric of higher education often worked to our direct disadvantage, creating an awkward situation for most of us and a debilitating environment for many.*[34]

In other words, the traditional values and customs of a college or

university are determined by the majority. Women and minority students often feel intimidated or debilitated in such a setting.

Special Encouragement

One option is to change the existing values and customs. Another is to ensure that students receive the nurturing that is necessary for intellectual and personal growth, and essential for coping with a majority-determined educational setting. Academic and personal advising and mentoring has been shown to be effective in enhancing graduation rates and securing post-graduation employment by minority students and women. Such coaching is also essential for those who are the first in their families to attend college, since they are often confused by the novel experiences "outside their range of comprehension" presented by the college world.[35] One student, drawing on her own experience, offers: "Many Hispanics are first-generation college students with very little knowledge of exactly what the heck they are getting into."[36]

Edgar E. Smith, Ph.D., (co-chair of NEBHE's Task Force and vice president of academic affairs for the University of Massachusetts System) has vividly described what nurturing can mean to a vulnerable student's self-esteem:

> *It is very easy for me to address the topic of self-image in view of my background as a Black child growing up in rural Mississippi. The segregated society in which we lived was founded on the notion of White superiority and Black inferiority. Fortunately, those directly responsible for providing us with an opportunity to become educated did not believe in that concept. They made certain that we were reminded constantly of our inherent abilities and potential for accomplishing anything that we were willing to work for. All too often, such assurances are missing from the educational experiences of minority students in an environment such as that found in New England, the most predominantly White region of the nation. In fact, they are bombarded regularly with negative images.*[37]

Coaching at All Levels

It should be noted that mentors and special encouragement are needed for minority graduate students as well as for faculty members. As Reginald Wilson of the American Council on Education explains: "It is not sufficient to bring someone into an alien, often hostile environment without substantial preparation, establishing cultural and community links, and demonstrating someone cares that you succeed."[38]

Successful White graduate students typically enjoy mentor relationships with one or more faculty members, while junior faculty members typically seek out senior sponsors among colleagues on their own and other campuses. Coaching is essential if the novice is to learn, for instance, the intricacies of scholarly publication: which journals to target, which funding sources to pursue, which topics are in favor or out of favor with the

peer-review system. "Majority scholars do not become productive researchers by accident," Wilson points out. "It should not be expected of minorities."[39]

To increase the number of minority scholars, several doctorate-granting institutions have recruited capable minority graduate students and groomed them for junior faculty positions in their own departments. New Jersey provides fellowships for minority scholars who earn a Ph.D. within the state and then take a college teaching job at a public campus within the state. This practice has been termed "growing your own." Black and Hispanic graduate students who are enrolled at private or public campuses in Connecticut can receive a stipend if they devote nine hours per week to involvement with an in-state community college and an on-campus mentor. This recruitment initiative, sponsored by the Connecticut Regional Community Colleges, is designed to increase the hiring of minority faculty and administrators.

It would be a mistake to think that many majority students are not the beneficiaries of long and sustained nurturing. Robert Coles, the Harvard psychologist, has minutely described the procedures used by affluent parents and grandparents to instill a sense of "entitlement" in their offspring (*Children of Affluence*). With careful coaching, a person can be taught to feel deserving and indeed entitled to respect, power, and admiration. Conversely, a person can be taught to feel disenfranchised, inferior, and unworthy of respect. Educational institutions must make sure that all their students are receiving positive signals and encouragement and that when extra coaching is needed, it is provided.

Changes in the College Curriculum

A more nurturing intellectual climate would include in the curriculum issues and events of concern to non-Whites. "If it is possible," asks Edgar Smith of UMass, "for any college graduate to receive a degree without significant exposure to the history, culture, and contributions of non-White people, then haven't we failed to educate that student? By isolating the study of 'minority' people only in ethnic studies departments, are we not saying that such studies are peripheral, and not central, to education? Are we not also implying that the study of non-White people is not a legitimate academic pursuit?"[40] The new president of Brown University, Vartan Gregorian, Ph.D., expresses astonishment: "There are 500 million people in Latin America, with a deep heritage and Catholic tradition, and you could not find in our Western culture programs a single book about them."[41]

An "ingrained Eurocentric haughtiness" characterizes the curriculum of higher education in the United States.[42] That curriculum is intellectually narrow and ill-prepares American students to cope with a global economy and an interdependent world. As a recent report from the national association of State Higher Education Executive Officers explains: "A curriculum that fails to incorporate the concerns and contributions of a

variety of cultures not only alienates and devalues minorities but limits the understanding of an entire generation that must live and work in an increasingly interdependent world." Institutions of higher learning must stop ignoring "the central demographic fact of our contemporary world—that it is mostly non-White."[43]

Unfortunately, the vast majority of faculty and administrators "have grown up in personal worlds little touched by cultural differences." A "widespread cross-cultural illiteracy"[44] among faculty and administrators must be addressed if a hospitable climate for non-majority students is to be guaranteed. The NEBHE Task Force suggests that cross-cultural illiteracy may be especially acute in New England, given the overwhelmingly White composition of student bodies, faculties, and staffs at campuses in the region.

Finding 6: Racist behavior and attitudes on New England campuses must be acknowledged and then eradicated.

Racism

Attacks, physical and verbal, on Blacks have occurred recently at several campuses, including the University of Michigan, Columbia University, the Citadel, and the University of Massachusetts at Amherst, where several Black students were chased and beaten by White students.

Hispanic students in New England have reported incidents of hostility and taunting on campus: "Why don't you swim back to Mexico?" or "Let's hear you speak Puerto Rican" are typical, according to several NEBHE Task Force members. Common are the taunts: "Do you have a switchblade?" and "Do you go out and buy velvet posters of Elvis?" A Hispanic student explains: "They [White students] insult you in a public setting without knowing who you are, what you've done, what you've accomplished."[45]

An astute observer of racial and cultural prejudices, Professor Gayle Pemberton at Bowdoin College, has pointed out:

> *By the first day of class—after a week-long new-student week—minority freshmen are likely to have had their hair touched; been asked if members of their families are drug addicts or dealers; been stared at, pointed out, increasingly jeered at by students who feel minorities are being given extra breaks; been spoken to in television Black and Hispanic accents; received soul handshakes or high fives and been given nicknames by students who want to be seen as liberals.*[46]

Black alumni of the Massachusetts Institute of Technology reported the following experiences, in an MIT survey conducted in the fall of 1985:

- *"I felt a lot of pressure to be an exemplary Black. I didn't want something I said to affect the way they felt about all Blacks, so I was always on my best behavior. I regularly heard, 'You know, you're the first Black person I ever met.' "*

- *"I was in a class where we needed to do a group project. All of the groups formed without me, so the professor was forced to assign me. They tried to delegate the important tasks to themselves and tried to give me the trivial assignments. I set them straight, though. Any activity that required group work was a tremendous strain due to prejudicial attitudes."*

- *"A couple of friends and I were confronted by a carload of Whites and harassed and got called the typical names. We knew they were MIT students."*

- *"The main effect of being Black was the teachers' expectations—they think that you automatically won't make it in the class. I was very frustrated. You had to be in the absolute top to overcome that."*

- *"One professor had a hang-up about Black people. I went to talk to him about a grade, and he said that 'maybe you people should go somewhere and do things you people can do.' This was not uncommon. Many of my friends had this happen. Some departments were worse than others."*

Eradicating Racism

The results of the Black Alumni survey were published under the title "The Racial Climate on the MIT Campus." In releasing the survey, MIT President Paul Gray explained that "the report carries a clear and disturbing message: that the environment for living and learning at MIT poses special problems for Black students. Facing up to the reality at MIT is not easy for us as individuals or as an institution. Each of us who lives, studies, works and teaches here must acknowledge that serious problems exist, and accept personal responsibility to do everything within his or her power to help in solving them."[47] While many in the education community thought the report would undercut MIT's minority recruitment, the opposite has occurred. Clarence Williams, Ph.D., a member of the Task Force and special assistant to the president of MIT, has pointed out: "In fact, our willingness to examine ourselves may have been our saving grace."[48] It appears that no other campus in New England has assessed its own racial climate as comprehensively as MIT has.

Racism on campus must be acknowledged. "The intellectual sidestepping around this truism is practiced by college presidents, deans and faculty as if they were personally responsible for a national mood which still identifies anybody non-White as inferior. Or they insist that they have no prejudices and therefore their associates couldn't have any" (Barry Beckham).[49]

A second necessary step is for faculty and administrators to stop relying on the following obstructionist mind-sets as they recruit more Black and Hispanic faculty:

- Our department will have to lower its standards.
- The pool of Blacks and Hispanics is so small that there are not enough to go around. ("We can't find any qualified minorities.")
- You need extra resources to deal with the problem. ("We cannot solve the problem without more money.")
- They would not fit well in this community. ("Since there are few, if any, Blacks or Hispanics in this community, they would not be happy here.")
- This administration's hands are tied. ("The faculty makes all the decisions.")
- What would the Black colleges and universities do if we recruited their best and brightest faculty?
- We believe we'll get a better payoff by letting normal faculty interest surface for identifying, recruiting, and selecting Blacks and Hispanics than if we attempt to influence by other internal and external means. ("You can't pressure the faculty.")[50]

Promoting pluralism on campus—as an antidote to racism—is a major challenge for higher education. The curriculum, the social climate, the processes of teaching and learning are as yet far from ideal. Pluralism is present when "several distinct ethnic, religious, and racial communities live side by side, willing to affirm each other's dignity, ready to benefit from each other's experience, and quick to acknowledge each other's contributions to the common welfare."[51]

The Society Organized Against Racism in New England Higher Education, Inc. was organized five years ago and to date counts 26 colleges (almost all private institutions) as members. The constructive work done by SOAR and its predominantly student constituency deserves to be multiplied. There is far more work to be done. New Hampshire's three public campuses have begun to organize workshops and lecture series designed to heighten appreciation for pluralism.

Wesleyan University, according to Associate Dean Edgar Beckham, is at the end of the era of diversity and "poised to enter the era of true pluralism, where a strong minority presence on campus will be not only part of our self-image but also part of our self-esteem." Regular assessments of the racial climate on campus are performed by the Wesleyan Committee on Human Rights and Relations. A supportive climate and academic tutoring (when needed) have ensured a high retention and graduation rate among Black and Hispanic students at Wesleyan (87 percent of these minorities in the Class of 1987)—and provided a model for the nation.

Pluralism in the Workplace

The private sector has already realized that racial, sexual and cultural stereotypes can prevent employees from realizing their full potential. Digital Equipment Corp. in Maynard, Mass. has pioneered sensitivity workshops for its managers. Aetna, Hewlett-Packard, Honeywell, Polaroid, McDonald's

and other corporations pursue similar programs as a matter of corporate policy. "Any organization that has those issues and stereotypes at work isn't being productive" and is thus undercutting its bottom line, said one senior official at DEC.

A Hewlett-Packard official points out that stereotypes are "things that people pick up through advertising and the mass media. So we teach [our workers] how to monitor their actions based on these assumptions. It's a very nonjudgmental approach to trying to get people to work in a multicultural work force."

As the business world becomes increasingly international, it is essential that "individuals be encouraged to pursue the maximum of their capabilities in an environment that is appreciative of their differences, whether they be different backgrounds, cultures, experiences, sexes, age groups, races or nationalities." This was contained in a memorandum to the 13,000 employees worldwide of Prime Computer from Joseph Henson, Prime's president and chief executive.[52]

The higher-education community should value and promote pluralism as much as these business leaders have done. It is necessary to acknowledge racial, sexual and cultural stereotypes and then work to replace them with an appreciation of pluralism.

Finding 7: Black and Hispanic students possessing average academic abilities require special encouragement. Colleges perform a disservice to themselves and society when they aggressively compete for academic superstars and exclude students with more modest credentials who are capable of demanding academic work.

"Average" Students

A June 1988 report by the U.S. Congressional Office of Technology Assessment (*Educating Scientists and Engineers, Grade School to Grad School*) confirms that one-fourth of the college students currently majoring in science and engineering did *not* demonstrate early interest, exceptional achievement, and fierce drive. The same report questions the validity of the standardized Scholastic Aptitude Test and American College Testing Program Test for assessing the abilities of a wide range of students. Although such tests appear to adequately predict academic performance in the freshman year of college for White males, they underestimate the success of women and minority students.[53]

At a young age, many girls and minority students detect signals from academic figures that only exceptional success in mathematics or science is acceptable. Given these signals, can it be surprising that self-screening occurs and that so many "average" students recoil from such subjects? As the Congressional report warns:

> *In mathematics and science, tracking favors those who show early, recognizable academic talent and are selected into the college-bound, mathematics- and science-intensive path of the academic track. When practiced from an early age [of the student], tracking erodes the self-confidence of lower-tracked students and can cramp academic potential, often suppressing the expression of talent when applied too rigidly.*[54]

The report emphasizes that "all capable students"—not just superstars—should be welcomed to the study of science and mathematics.[55]

Issuing a similar warning, a 1988 position paper from the Massachusetts Biotechnology Council reminds us:

> *High-school students need to achieve a 'level of comfort' with scientific reasoning and technical vocabulary. Students of all abilities must be encouraged to take science courses in high school even if only one. Too often students are discouraged from taking science courses if they do not show an aptitude for mathematics by junior high school and are not enrolled in an accelerated program. As a result, many students believe themselves to be unsuitable for a career in the sciences. Although it affects both sexes, this is most pronounced in female students. Yet, in some biotech companies over 50 percent of the scientific workforce is female! Massachusetts biotechnology companies need interested high school graduates of average ability with a rudimentary knowledge of science.*

A large dose of patience and humility for the educational community seems to be in order. Students possess inherent abilities which will become evident at different times. There are more human intelligences than can now be measured by standardized tests. Motivating and coaching students to gain skills difficult for them to acquire is praiseworthy; helping them succeed at difficult tasks is one important measure of a teacher's success.

Outreach Programs for Average Students

Typically, outreach programs give extra attention and intellectual stimulation to minority students who have already been characterized as exceptionally strong academic risks. Summer enrichment courses and workshops on campuses are provided for gifted minority students from the junior-high and high-school levels. But this is not enough.

At the University of Arizona, for example, 20 spaces in the "New Start" outreach program are reserved for minority students who are characterized as average or below average and at the present time inadmissible to the university. If the selected students receive a C or better in their summer courses and demonstrate "the maturity and ability to handle four or more classes in the fall," then the university will consider them for enrollment.[56]

Solid, Average Skills Needed for New England's Workforce

While New England relies heavily on innovators, entrepreneurs and high-tech creators to keep its economy on the cutting edge of new technological developments and applications, the region also increasingly relies on less highly skilled personnel with solid competencies: workers with "basic skills" (as discussed above), who can help implement and operate new technologies and adapt to changing requirements in the workplace. They are sorely needed, for example, by the Massachusetts biotechnology industry.

It would seem timely to renew appreciation for the average but solid student, who is especially valuable where there are shortages of entry-level workers and skilled laborers.

Excessive Competition for the Academically Gifted

The validity of recruiting students with potential—but not superstar status—has been demonstrated by a Florida program designed to recruit more minorities into graduate education. The program, supported by the McKnight Foundation as well as state funds, concentrates on students whose grades are above average but whose test scores may not be. "Most institutions are going after the one Black student with 1500 Graduate Record Examination scores," claims Program Director Israel Trible. "They [other graduate schools] say they really try. Well, we find people who don't fit that mythical profile and they are succeeding."[57]

The competition for academic superstars consumes the valuable time and resources of college admissions offices as well as faculty recruitment committees. Yet in no way does this activity address the under-representation of Black and Hispanic students and faculty on New England campuses, and, in fact, the opposite may be occurring. As former president of the University of Hartford Stephen Joel Trachtenberg, now president of George Washington University, observes: "The principal result...is that rich universities hire away the minority faculty of financially poorer campuses, without augmenting the total number of minority faculty."[58] In short, raiding other campuses for outstanding minority faculty and students is counterproductive. The Task Force advises that "growing your own" is a far more productive course of action.

As Wesleyan Dean Beckham has explained: "This country has done a pretty bad job of educating its minorities, so if you want to do better, you've got to do better with undereducated minorities." Wesleyan's success rate demonstrates that this goal is realistic.

Finding 8: The New England states have inadequate data-collection systems for tracking the progress in higher education of racial and ethnic minorities. Moreover, there are an inadequate number of longitudinal and other studies being performed that would provide insights into students' successes and failures, how they can be better counseled and taught, how their securing of appropriate employment after graduation can be enhanced, and other important topics.

Monitoring Educational Progress

First, there is no agreement on a useful standard definition of retention.[59] Given that those enrolled in higher education will increasingly work while pursuing academic courses, Harold Hodgkinson suggests that it will be impossible for most students to earn their bachelor's degree in four years. Clearly, retention cannot realistically be defined as earning this degree in such a time frame. But it is necessary for the New England states to have a useful working definition of retention so that majority and minority students can be tracked, campuses' relative successes and failures understood and improvements undertaken.

Longitudinal Studies

Longitudinal studies involve the very expensive process of finding former students who are "lost," and then persuading them to respond to a questionnaire by mail or telephone. Well-endowed independent institutions with well-organized deans' offices and alumni offices can mount such studies more easily than less affluent community colleges, which do not depend on substantial alumni giving and therefore have not invested in up-to-date alumni mailing lists. Perhaps it is realistic to expect that only a few prototypical longitudinal studies will be carried out at each level of higher education in each state: at the two-year, four-year, graduate and professional levels.

Transfer Studies

It is especially critical to keep better track of the experiences of minority and majority graduates at two-year colleges in gaining access to and completing degrees at four-year institutions. At the very least, each state should require its public two-year colleges to report annually the number and percentage of its graduates gaining or not gaining access to a four-year college (public or independent) within, for instance, two years after leaving the two-year institution. Such "access" reports should include a summary of the number and percentage of credits offered but not accepted for transfer credit. At the same time, public four-year institutions should be required to report annually the number of transfer candidates from public two-year colleges, the number and percentage who were admitted and the average number and percentage of transfer credits offered that were accepted.

The data so collected should form the basis of a cooperative review by senior officials of two-year and four-year institutions and their respective

higher-education commissioners, to establish a more efficient and equitable transfer system within states and, if possible, across state lines. The need for effective and equitable transfer policies in New England is acute, and the Task Force believes the time for action is long overdue.

Minority Enrollment Status

It is tempting to suggest that higher education commissioners should report minority enrollment statistics in advance of those reported by the National Center for Education Statistics, because there is now a lag of some 18 months between collection of data and NCES reporting. Unfortunately, the collection of these data is often incomplete or inaccurate at the source and requires careful follow-up as well as estimation procedures. If the data are to be used for comparison purposes across states and for time-series comparison, it is important that the collecting agency or agencies apply the same procedures to all data. In other words, the efforts by an individual state (or states) to report results early may make perfectly good sense for internal administrative purposes but are not likely to serve the need for comparison of data suggested above. Continuing cooperation with the National Center for Education Statistics is clearly necessary, as is continuing pressure on NCES for earlier *publication* of reports and bulletins containing institutional data. (The use of computer tapes, particularly tapes not well documented with estimation and imputation procedures, is not a substitute for actual NCES publication of institutional data.)

NCES has the federal legal authority to require submission of minority data, and should have an equal legal obligation to publish institutional-level data promptly. Only when these data are *promptly released to the public* can scrutiny of minority and majority student enrollment and achievement take place and remedies to problems be sought in a timely fashion. If the nation and individual states are to assess and encourage progess, then accurate facts must be published promptly, the Task Force maintains.

Information on Successful Retention and Job-Placement Procedures

By their very nature, reports about procedures are likely to be descriptive and anecdotal rather than statistical in nature. Clearly colleges should be encouraged, or even required, to report on the procedures they are following, particularly those that appear to be successful. Education commissioners should disseminate an edited summary, one that distills information on the most effective and successful procedures, to senior officials at all colleges in their state. At the present time, too little is known, and it appears that too little is done to help students graduate and find suitable employment or places in graduate and professional schools. This seems to be the case with Black and Hispanic students in particular.

The recent Educational Testing Service study of successful retention programs—at Boston College, California State University at Fresno, Purdue

University and the University of North Carolina at Greensboro—is a helpful step in the right direction.

Finding 9: Predominantly negative and stereotypical images of Blacks and Hispanics in the mass media must give way to more positive portrayals and success stories embodying the value, joy, and economic value of education.

Mass Media

Rarely do American television and movie audiences see Hispanic and Black characters who reflect the ennobling effects of education. Instead, "images of minority people that began with demeaning portraits in the silent age of films have shown an astounding resilence through years of technological advances" (Gayle Pemberton).[60]

As Edward Fiske, education editor of *The New York Times*, points out: "The stereotypes of Hispanics fed by television and the movies persist—Latinos as dope peddlers and pimps, people who wear their pants low and just arrived by swimming across some river."[61]

The Task Force underscores the point: It is imperative that a broader and truer range of characterizations be presented. And it is imperative that the media accept more responsibility for publicizing the pleasures of education and reaffirming the importance of equal educational opportunity. Given the astonishing number of hours that both adults and children devote each week to television, this medium has the power to influence Americans to aspire to new educational heights.

Public-Service Announcements Attractively Packaged

Rarely do American and New England youngsters see role models on television reminding them to strive for an education and explaining in compelling detail why they should do so. One has only to recall the Reverend Jesse Jackson's eloquence and persuasive power on this topic to understand that his is a lone voice. Far more leaders from all walks of life should step forward with their own pro-education messages. Dry public-service announcements are far less convincing and memorable than real leaders talking about their lives, their dreams realized, and those yet to be reached.

Rebecca Flewelling, assistant to the president at Tufts University and a Task Force member, has succinctly described how television commercials and programs encourage viewers to be conspicuous consumers, in "frantic pursuit of expensive goods, which our marketers incessantly drum into them...." She asks that instead, "the value of education and the desirability of gainful employment" be more aggressively presented to American youth.[62]

Education Supplanted by Sports

All too frequently, minority youth and economically poor majority youth, with the approval of their parents, single-mindedly pursue prowess in sports and neglect their educational and cultural achievement, according to Harry Edwards, a professor at the University of California, Berkeley and author of several books on the sociology of sports. This overemphasis, Edwards says, "draws our most competitive and talented youths away from other vital occupations." For example, in his studies Edwards has found that Black families are more than five times as likely as White families to push their children into sports.[63]

Television, of course, glamorizes the athlete. Minority and poor youngsters unfortunately see the sports arena as the best if not the only place to earn dignity and economic power. High schools and colleges also glamorize the athlete and all too often take advantage of the youngster's physical skills—while ignoring their duty to educate him or her.

Edwards calls on minority athletes and minority parents to take the lead in "dismantling this plantation system" and in encouraging youngsters to excel in non-athletic activities.[64] Such excellence in non-athletic activities should be demonstrated far more frequently in newspapers, movies and television. Success stories of Blacks and Hispanics which depict and spotlight neighborhood heroes—these can uplift and inspire minority youngsters as well as remind members of the majority of the remarkable contributions made by Black and Hispanic citizens.

One such example is that of Navy Lt. Drew Brown, who, wearing his dashing flight suit and sunglasses, speaks to students in inner-city schools throughout the United States. "With an education," the Black leader proclaims, "you cannot be denied." (He holds a degree in business administration and economics.) Brown's message is clear and persuasive: stay in school, go to college, stay off drugs. At times he goads his listeners: "Go on—drop out. McDonald's needs you."[65] Broadcasting variations of this theme is the responsibility of the media.

PART II: TASK FORCE RECOMMENDATIONS

Introduction

In the following section, the Task Force outlines 20 ways to significantly increase the participation and success of Blacks and Hispanics at New England colleges and universities and in the region's educated workforce.

State government has an increasingly critical role to play in achieving the goal of equal educational opportunity in New England. New commitment and leadership are necessary from the education community. The business community, led by several New England corporations, is beginning to capitalize on pluralism in its workforce—but far more must be done.

Finally, publishers and producers of mass media are called on to accept more responsibility for inspiring at-risk youngsters to become empowered through education.

Recommendations to the Governors and State Legislators of New England

1. **Through public policies and appropriation of resources, states should underwrite remedial work for elementary and high-school students who are headed toward dropping out, support preschool enrichment programs for underprivileged children, and financially assist campuses with remedial work for entering students.**

   Early intervention with potential drop-outs may turn out to be one of the best public investments available for New England. Increasingly the economic wisdom of such intervention is being appreciated.

   The U.S. House Select Committee on Children, Youth and Families estimates that one dollar invested in remedial education saves $6 of the cost of repeating a grade. Head-start Programs for even younger children at risk have a sound record of success and should be supported whenever possible. This same House Committee estimates that preschool education for those at risk saves $4.75 in subsequent costs for special education, welfare and incarceration. Extra coaching, in short, is a wise investment in both the short- and long-run.

   Motivating academic underachievers and finding ways to help at-risk students succeed are of paramount economic importance to the region. The newly launched Maine Aspirations Compact presents an example of how business and education leaders can join government in accomplishing these goals. The MacNair Programs in Massachusetts demonstrate the effectiveness of special academic enrichment programs for disadvantaged students.

2. **States should provide more financial aid for low-income Black and Hispanic students at all levels of higher education.**

   Included in this should be fellowships for graduate study, scholarships to four-year colleges and universities, and scholarships for transfer students from community colleges. If recent Black or Hispanic college graduates accept teaching posts in the state, the state could then assume responsibility for repaying all or part of their educational loans. Or,

graduate students could be provided with educational loans to be forgiven if recipients accept teaching posts within the state (a recent proposal in Massachusetts).

Financial-aid application forms should be simplified so that parents and their youngsters are not intimidated and turned back by unnecessarily complex language and directions.

3. States should reemphasize existing laws providing for equal educational opportunity and insist that campuses look inward to address and eradicate racism.

Government leaders should re-emphasize the fact that the laws of the land (federal and state) do not permit discrimination and that affirmative action programs are vital. Moreover, they should underscore the importance of pluralism in faculty and student programs, the curriculum and the social climate on campuses. Disdain for and ignorance of various cultures have no place at an institution of learning.

4. States should underwrite retraining and adult literacy programs for older Black and Hispanic adults so that they can join the skilled workforce.

Steps must be taken now to prevent the establishment of a permanent underclass made up of the unskilled and unemployed. An increasingly sophisticated economy brings new threats for those unable to participate.

Recommendations to College and University Presidents, Faculty, Students, Staff, and Boards of Trustees

5. College and university presidents should exercise their leadership in bringing about pluralism—in the student body, faculty, staff, and boards of trustees as well as in the curriculum. Presidents and boards of trustees should make greater commitment to the academic success and expanded enrollment of Black and Hispanic students. Presidents, in their annual reports, should document the progress their campuses are making in these areas.

For example, in Vermont (the New England state with the least number of minority citizens) Lattie E. Coor, the president of the University of Vermont, recently pledged that his institution would move to ensure that its out-of-state student enrollment is equal to the percentage of Black citizens (11.7 percent) and Hispanic citizens (6.1 percent) in the U.S. population. He also pledged that at least two new Black faculty would be hired each year, that all faculty would attend sensitivity workshops, and that all entering students would participate in a course on "Cultural Diversity." Similarly, Smith College, in its Design for Institutional Diversity, will seek to have the percentages of minorities in its student body, faculty and staff correspond to that of the nation's population.

Campus presidents can make a difference, through their example and through their policies. They should ensure that special counseling and mentoring are available for Black, Hispanic and first-generation students. Campus presidents and faculty, not only student affairs officers, should insist upon cross-cultural sensitivity and literacy for themselves,

their staff and students. Presidents and faculty should help to ensure that the curriculum reflects appreciation for pluralism. Finally, campus presidents should consistently and forthrightly report on their institutions' progress, on an annual basis.

6. Presidents should activate self-assessments of their campuses' racial climate and then adopt initiatives to address the problems discovered.

In New England, the Massachusetts Institute of Technology, Brown and Wesleyan Universities have led the way with their campus-wide self-assessments. Other independent and public campuses must undertake this necessary and at times painful exercise if they are to face racism squarely.

The American Council on Education has provided guidelines for campus self-assessments, which are being used, for example, by public campuses in Connecticut.

7. The transfer of academic credits from community colleges to four-year colleges and universities must be facilitated and community college students encouraged to seek a bachelor's degree.

Agreements should be fostered among four-year and two-year institutions so that the transfer of academic credits occurs more equitably and far more frequently. It may be possible for partnerships to be struck between certain four-year and two-year campuses so that a guaranteed number of transfer students are primed and then received by the four-year institutions. Both the sending and receiving campuses should provide more attention to transfer students.

8. Graduate schools should create a more hospitable setting for Blacks and Hispanics to gain master's and doctoral degrees.

More fellowships must be provided for Hispanic and Black scholars. Universities should begin to "grow their own" faculty: that is, draw in promising graduate students, coach them, then hire them as junior faculty after they have earned their degrees. Special mentoring for graduate students and junior faculty is essential if minority scholars are to enjoy a support system comparable to that of majority scholars.

9. Faculty and students should help provide academic enrichment programs and one-on-one tutoring for at-risk youngsters in neighboring communities.

Several campuses have already demonstrated how faculty and students—undergraduate and graduate—can enrich the educational lives of underprivileged youngsters. Bringing youngsters on campus during the summer for stimulating "hands-on" educational programs has proven effective in preparing high-school juniors and seniors for college life as well as motivating younger students to see education as an option capable of empowering them.

For example, the University of Rhode Island Program in Talent Development, in operation since 1968, provides extensive counseling and tutoring in a summer program for 100 minority and disadvantaged recent high-school graduates. That 80 percent of these students go on to attend the university and 73 percent complete their studies speaks for the success of the program.

In addition, an "Adopt-A-School" pilot program pairs URI with the Central High

School in Providence. Special tutoring and enrichment services are provided to students in the school, and a guarantee is made that the university will accept all seniors graduating with a C+-or-better average.

Boston University, in its controversial plan to upgrade and operate the Chelsea, Mass. school system, proposes to enlist some of its faculty and students as tutors and mentors. B.U. hopes to weave—in tandem with parents, churches, and community organizations—a supportive web bolstering the aspirations and achievements of Chelsea's schoolchildren.

10. Campuses should pay special attention to average students and help them master basic competencies.

Average students, with effective coaching, can graduate with solid competencies and become assets to their communities and the region's skilled workforce. Like the "superstars," they deserve expert attention.

It is essential to enlarge the number of students (especially women and minorities) who are welcomed and encouraged in their pursuit of mathematics and science. Most schools too quickly discount the capability of students in these disciplines.

Recommendations to Commissioners and Chancellors of Higher Education Systems in New England

11. Provide executive leadership to ensure that campuses adopt a more pluralistic approach to teaching and learning.

For example, Connecticut Commissioner Norma Foreman Glasgow has spearheaded an incentive program to ensure an increase in the number of minority staff and faculty hired at Connecticut campuses. This program, and other initiatives, are bringing about steady improvement. Recently approved in Rhode Island is a master plan designed to heighten minority enrollment at the state's three public campuses.

12. Improve data collection within each New England state so that minority students' academic successes and failures can be better tracked, and progress towards pluralism on campus can be better understood and encouraged.

It is especially critical to keep better track of the experiences of minority and majority graduates of two-year colleges in achieving placement in four-year institutions. Campuses should also share information about successful mentoring programs for minorities as well as successful job-placement procedures.

13. Ensure minority representation on boards of trustees and participation in accreditation reviews of all public campuses.

At the present time, too few women, Blacks, Hispanics, and other minorities take part in important decision-making affecting New England higher education. Commissioners and chancellors, governors and state legislative leaders should promote pluralism through their appointments of trustees and other officials.

Recommendations to the New England Board of Higher Education

14. Disseminate information annually on the progress of the New England states and their campuses in heightening Blacks' and Hispanics' participation in higher education—as students, faculty, administrators, and staff members.

NEBHE, through an annual summary report, should review regional progress. Such an annual "report card" could help keep attention focused on this critically important topic.

15. Disseminate information on successful efforts that are making campuses (their curriculum, their personnel, their student population) more pluralistic.

NEBHE, through *Connection* and other publications, should spotlight successful initiatives and analyze the components attributing to the success of state or campus-based programs.

Recommendations to the Business Community

16. Continue to initiate partnerships with financially poor schools in order to provide special mentoring to youngsters, upgrade the teaching and guarantee jobs to graduates.

Effective partnerships in Boston, Atlanta, and elsewhere have already been forged between businesses and urban schools with high drop-out rates. The Boston Compact reaches out to help urban youth while the Maine Aspirations Compact reaches out to rural youth. Businesses in all six New England states can take more initiative to help ensure that first-generation students, minority or majority, strive for the sound education and training that is essential for the region's skilled labor force.

17. Provide scholarships as well as workplace internships to Black and Hispanic graduate and undergraduate students.

Providing adequate financial assistance for a greater number of low-income minority students would be a public service. At the same time, corporations would be in a preferential position for hiring some of these students after graduation. An exemplary long-term program, Scholarship-Builders, begun by Merrill Lynch and the Urban League in late 1988, annually guarantees full scholarships to a certain number of minority first-graders who graduate and go on to college.

18. Continue to promote pluralism in the workplace, through sensitivity workshops, role-playing and other means designed to break down cultural, sexual and racial stereotypes.

Several New England corporations have already demonstrated leadership in this area and have exhibited a strong commitment to affirmative action in their hiring practices. Far more corporations should adopt policies designed to guarantee pluralism in the workplace.

Recommendations to Publishers/Producers of Newspapers, Television, Radio and Film

19. Ensure more positive and diverse presentations of Blacks and Hispanics in the media. Produce more success stories about Blacks and Hispanics. Reveal that education can be ennobling and empowering.

The print and electronic media must accept their responsibility for helping to inspire academic achievement, especially among those who are consistently bombarded with negative signals about their capabilities.

20. Consistently report on the region's progress (or lack thereof) in improving the participation of Hispanics and Blacks in the educated workforce and in New England higher education.

We see before us the dismal prospect that a larger number of uneducated Black and Hispanic residents in New England will join the permanent underclass of unemployed or underemployed. On the other hand, the opportunity exists for a larger number of educated minorities to achieve rapid economic advancement. The mass media, as a matter of editorial policy, should help us know which way New England is headed through consistent, objective reporting of the facts.

Afterword

As we members of the Task Force considered ways to shape a passionate appeal, we came back to perhaps the most rational of principles: the nation and New England have not met the 1960s imperative of eradicating racism; we are not meeting the 1980s imperative of full economic opportunity; and we will pay.

Yes, behind the statistics in this report are real people in real danger. But no emotional outpouring is needed to capture the key message: an unacceptably low number of Black and Hispanic students enroll in and graduate from New England's colleges and universities. We must do better.

The issue is no longer one of charity, but of equity and an enlarged sense of enlightened self-interest. The survival and strength of the New England economy hinges on the education and skills of large segments of the population. Our companies cannot face competitors in Tokyo and Seoul if our colleges turn their backs on Blacks and Hispanics in New Haven and Boston.

The future of Black and Hispanic youngsters is the future of New England. Yet we have set these youngsters on a ludicrous obstacle course laced with complicated paperwork, financial disincentives and dead-ends, as well as outright hostility.

As you ponder this report, we urge you to picture the Black or Hispanic child who becomes infused with the promise of learning and gives life to the electrician or computer programmer or chemist or physician dwelling within. And we urge you to ask, "Why are there not more of them? What can I do to help?" Too often, these questions have not been asked. In many cases, they have been answered incorrectly. Clearly, for example, New England's obsession with the best and the brightest has opened doors of opportunity to Black and Hispanic superstars, who with great fortitude, resiliency, and courage have been able to "fit in." But even they have encountered ignorance and racism on campus and in the workplace.

It is no surprise then that we have had so little success convincing average students of color to believe that the doors are open for them as well. In focusing our attention on the elite, we have contributed to the creation of a permanent underclass.

This is a report about real people. But it is also, if indirectly, a report about failed policy, stubborn attitudes and threats to competitiveness. Above all, it is a report designed to spur action, not to beget more reports.

Members of the Task Force

Endnotes

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[48] Williams, *Connection*, p. 43.
[49] Beckham, *Educational Record*, p. 78.
[50] These mind-sets are listed by Professor William Moore, Jr. in his article, "Black Faculty in White Colleges: A Dream Deferred," *Educational Record*, Fall 1987-Winter 1988, p. 120.
[51] "The American University and the Pluralistic Ideal, A Report of the Visiting Committee on Minority Life and Education at Brown University," Brown University, May 1986, p. ix.
[52] These examples and quotations from the private sector are taken from Desiree French, "Fighting Racism, Sexism at Work," *Boston Globe*, Aug. 21, 1988, pp. 93 and 96.
[53] U.S. Congressional Office of Technology Assessment, *Educating Scientists and Engineers: Grade School to Grad School*, OTA-SET-377 (Washington, D.C.: U.S. Government Printing Office, June 1988), pp. 35-36.
[54] OTA, p. 103.
[55] OTA, p. 25.
[56] Reported by Judy Myers, "Balance Without Bias," *Currents*, April 1987, p. 41.
[57] Quoted in the *Chronicle of Higher Education*, July 20, 1988, p. A27-28.
[58] Quoted in Charles Radin, "An Emerging Force on Education," *Boston Globe*, Aug. 17, 1988, p. 2.
[59] The discussion under this finding was provided to the Task Force by Richard King, senior fellow, New England Board of Higher Education.
[60] Pemberton, p. 10.
[61] Fiske, p. 30.
[62] Rebecca Flewelling, quoted in *Connection*, Summer 1988, p. 59.
[63] As quoted in the *Boston Globe*, "Millions of Blacks Sacrifice Education on Sports 'Altar,' Sociologist Says," Aug. 16, 1988, p. 5.
[64] *Globe*, p. 5.
[65] As reported by Nancy J. Perry, "Saving the Schools: How Business Can Help," *Fortune*, Nov. 7, 1988, p. 54.

Appendix

TABLE A

BLACK, HISPANIC AND TOTAL POPULATION PERCENTAGES

	1980 Black Pop.	% of Nat'l Black Pop.	% of State or Regional Pop.	1980 Hispanic Pop.	% of Nat'l Hispanic Pop.	% of State or Regional Pop.	% of Total Nat'l Pop.
U.S.	26,495,000	100.0%	11.7	14,609,000	100.0%	6.1	100.0%
N.E.	475,000	1.8	3.8	299,000	2.0	2.4	5.3
CT	217,000	.8	7.0	124,000	.8	3.8	1.3
MA	221,000	.8	3.9	141,000	1.0	2.4	2.5
RI	28,000	----	3.0	20,000	.?	2.1	.4
ME	3,000	----	.3	5,000	.?	.?	.5
NH	4,000	----	.4	6,000	.?	.?	.4
VT	1,000	----	.2	3,000	.?	.?	.2

Source: NEBHE analysis of data from U.S. Bureau of Census, *Statistical Abstract of the U.S., 1988.*

TABLE B

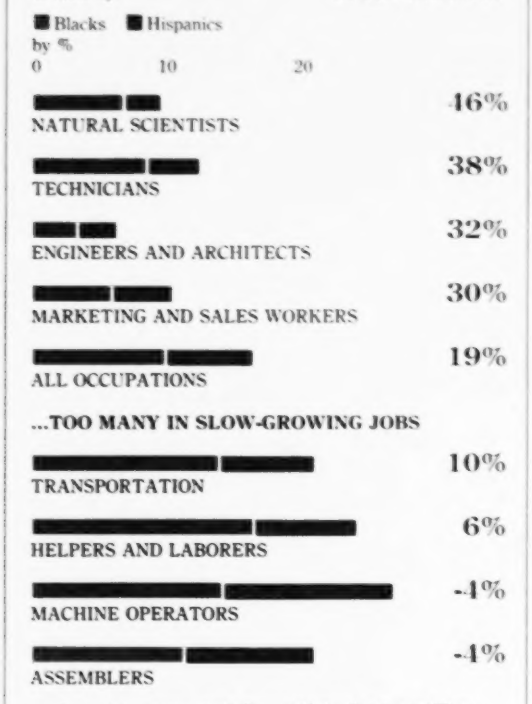
NEW ENGLAND CITIES WITH LARGE BLACK AND HISPANIC POPULATIONS IN 1980

City	Black Pop.	% of City's Total Pop.	Hispanic Pop.	% of City's Total Pop.
Boston, MA	126,000	(22.4%)	36,000	(6.4%)
Springfield, MA	25,000	(16.0%)	14,000	(9.1%)
Bridgeport, CT	30,000	(21.0%)	27,000	(18.7%)
Hartford, CT	46,000	(32.9%)	28,000	(20.5%)
New Haven, CT	40,000	(31.9%)	10,000	(8.0%)
Stanford, CT	15,000	(15.0%)	6,000	(5.6%)
Waterbury, CT	12,000	(11.6%)	7,000	(6.7%)
Providence, RI	19,000	(11.8%)	9,000	(5.8%)
Total	313,000		137,000	
% of Indicated Minority Population in N.E.	65.9%		45.8%	

Source: NEBHE analysis of data from U.S. Bureau of Census, *Statistical Abstract of the U.S., 1988.*

TABLE C

MINORITIES ARE STUCK IN THE WRONG JOBS



Source: Interpretation of U.S. Bureau of Labor Statistics in "Where the Jobs Are Is Where the Skills Aren't," *Business Week*, Sept. 19, 1988, p. 108.

TABLE D

NATIONAL HIGH SCHOOL GRADUATION RATES
1968-1985

	White	Black	Hispanic
1968	79%	58%	---
1972	82%	67%	52%
1976	82%	67%	56%
1980	83%	70%	54%
1985	83%	75%	62%

Source: U.S. Bureau of the Census, *Current Population Reports*, Series P-20, No. 404, as reported in *A Difference of Degrees*.

TABLE E

COLLEGE PARTICIPATION BY HIGH SCHOOL GRADUATES*
1968-1985

	White	Black	Hispanic
1968	35%	25%	---
1972	32%	27%	26%
1976	33%	34%	36%
1980	32%	28%	30%
1985	34%	26%	26%

Source: U.S. Bureau of the Census, *Current Population Reports*, Series P-20, No. 404, as reported in *A Difference of Degrees*.

*18- to 24-year-old high school graduates enrolled in colleges (civilian population).

TABLE F

BACHELOR'S DEGREES BY RACE/ETHNIC GROUP, IN THE UNITED STATES

	Total Degrees	White	Black	Hispanic
1976	918,358	511,599 (88.37%)	59,122 (6.43%)	17,964 (1.95%)
1981	934,800	807,319 (86.36%)	60,673 (6.49%)	21,832 (2.33%)
1985	968,311	826,106 (85.31%)	57,473 (5.93%)	25,874 (2.67%)

Source: *Minorities in Higher Education, Sixth Annual Status Report, 1987* (Washington, D.C.: American Council on Education, 1988), Table 3A.

TABLE G

BLACK ENROLLMENTS, UNITED STATES AND NEW ENGLAND
(Percentage of Total State or Regional Enrollment in Parenthesis)

	1980	1982	1984	1986	% of Population* (1980 Census)
U.S.	1,106,445 (9.2%)	1,101,499 (8.9%)	993,574 (8.5%)	1,080,899 (8.6%)	(11.7)
N.E.	26,090 (3.4%)	24,469 (3.2%)	24,963 (3.2%)	27,902 (3.6%)	(3.8)
CT	7,888 (4.9%)	7,731 (4.8%)	7,137 (4.4%)	7,596 (4.8%)	(7.0)
MA	14,748 (3.5%)	13,692 (3.4%)	14,665 (3.5%)	16,787 (4.0%)	(3.9)
RI	2,212 (3.3%)	1,826 (2.7%)	2,006 (2.9%)	2,014 (2.9%)	(3.0)
ME	179 (0.4%)	238 (00.5%)	281 (0.5%)	540 (1.2%)	(0.3)
NH	745 (1.5%)	734 (1.4%)	648 (1.2%)	667 (1.2%)	(0.4)
VT	318 (1.0%)	248 (0.8%)	226 (0.7%)	298 (0.9%)	(0.2)

Source: NEBHE analysis of data from National Center for Education Statistics of the U.S. Department of Education.
*Percentage of state or regional resident population that is Black (1980 Census).

TABLE H

HISPANIC ENROLLMENTS, UNITED STATES AND NEW ENGLAND
(Percentage of Total State or Regional Enrollment in Parenthesis)

	1980	1982	1984	1986	% of Population* (1980 Census)
U.S.	471,272 (3.9%)	519,250 (4.2%)	485,791 (4.2%)	623,591 (5.0%)	(6.4)
N.E.	10,194 (1.3%)	11,669 (1.5%)	12,318 (1.6%)	15,433 (2.0%)	(2.4)
CT	2,746 (1.7%)	3,146 (1.9%)	3,121 (1.9%)	3,752 (2.4%)	(4.0)
MA	6,036 (1.4%)	7,133 (1.8%)	7,564 (1.8%)	9,806 (2.3%)	(2.5)
RI	896 (1.3%)	803 (1.2%)	974 (1.4%)	1,055 (1.5%)	(2.1)
ME	82 (0.2%)	111 (0.2%)	120 (0.2%)	188 (0.4%)	(0.4)
NH	269 (0.6%)	316 (0.6%)	378 (0.7%)	465 (0.9%)	(0.7)
VT	147 (0.5%)	160 (0.5%)	161 (0.5%)	167 (0.5%)	(0.6)

Source: NEBHE analysis of data from National Center for Education Statistics of the U.S. Department of Education.
*Percentage of state or regional resident population that is Hispanic (1980 Census).

TABLE I

BLACK ENROLLMENTS, 1984 AND 1986 (PUBLIC vs. INDEPENDENT)

	Public				Independent				Total	
	1984	(% of Total)	1986	(% of Total)	1984	(% of Total)	1986	(% of Total)	1984	1986
U.S.	772,625	(77.8%)	853,990	(79.0%)	220,949	(22.2%)	227,010	(21.0%)	993,574	1,001,000
N.E.	11,999	(48.1%)	14,116	(50.6%)	12,964	(51.9%)	13,789	(49.4%)	24,963	27,905
CT	5,148	(72.1%)	5,280	(69.5%)	1,989	(27.9%)	2,316	(30.5%)	7,137	7,596
MA	5,634	(38.4%)	7,616	(45.4%)	9,031	(61.6%)	9,172	(54.6%)	14,665	16,788
RI	972	(48.5%)	934	(46.4%)	1,034	(51.5%)	1,080	(53.6%)	2,006	2,014
ME	68	(24.2%)	73	(13.5%)	213	(75.8%)	467	(86.5%)	281	540
NH	98	(15.1%)	127	(19.0%)	550	(84.9%)	541	(81.0%)	648	668
VT	79	(35.0%)	86	(28.8%)	147	(65.0%)	213	(71.2%)	226	299

Source: NEBHE analysis of data from the Center for Statistics, U.S. Office of Educational Research & Improvement.

TABLE J

HISPANIC ENROLLMENTS, 1984 AND 1986 (PUBLIC vs. INDEPENDENT)

	Public				Independent				Total	
	1984	(% of Total)	1986	(% of Total)	1984	(% of Total)	1986	(% of Total)	1984	1986
U.S.	410,039	(84.4%)	539,760	(86.5%)	75,752	(15.6%)	84,240	(13.5%)	485,791	624,000
N.E.	5,790	(47.0%)	7,706	(49.9%)	6,528	(53.0%)	7,730	(50.1%)	12,318	15,436
CT	2,155	(69.0%)	2,583	(65.8%)	966	(31.0%)	1,169	(31.2%)	3,121	3,752
MA	3,037	(40.2%)	4,255	(43.4%)	4,527	(59.8%)	5,553	(56.6%)	7,564	9,808
RI	428	(43.9%)	625	(59.2%)	546	(56.1%)	431	(40.8%)	974	1,055
ME	39	(32.5%)	64	(34.2%)	81	(67.5%)	123	(65.8%)	120	187
NH	54	(14.3%)	97	(20.8%)	324	(85.7%)	369	(79.2%)	378	466
VT	77	(47.8%)	82	(49.1%)	84	(52.2%)	85	(50.9%)	161	167

Source: NEBHE analysis of data from the Center for Statistics, U.S. Office of Educational Research & Improvement.

TABLE K

DEGREES CONFERRED IN NEW ENGLAND, 1984-85

	Total Numbers	Degrees to Blacks Number	Degrees to Blacks % of Total	Degrees to Hispanics Number	Degrees to Hispanics % of Total
Bachelor's					
All Fields	73,348	1,758	2.4	978	1.3
Mathematics	1,451	22	1.5	19	1.3
Physical Science	1,764	38	2.2	10	.6
Engineering	6,084	85	1.4	62	1.0
Computer Science	2,533	40	1.6	26	1.0
Master's					
All Fields	24,490	495	2.0	339	1.4
Mathematics	258	2	.8	3	1.2
Physical Science	402	---	---	6	1.5
Engineering	1,893	20	1.1	19	1.0
Computer Science	466	3	.6	4	.9
Doctorate					
All Fields	2,546	54	2.1	57	2.2
Mathematics	86	---	---	---	---
Physical Science	371	2	.5	7	1.9
Engineering	307	3	1.0	3	1.0
Computer Science	19	---	---	1	5.3

Note: New England has 5.3 percent of the nation's population; 3.8 percent of New England's population is Black and 2.4 percent is Hispanic.
Source: NEBHE analysis of data from the Center of Statistics, U.S. Office of Educational Research and Improvement.

TABLE L

U.S DOCTORATE RECIPIENTS, BY RACIAL/ETHNIC GROUP, 1987

	Total Doctorates	White	Native American	Asian	Black	Hispanic	Non-U.S. Citizens Temp-Visas
Physical Sciences (including mathematics)	5027	2893	10	228	35	76	1363
Engineering	3716	1453	7	326	25	34	1532
Life Sciences	5742	3910	16	249	107	90	917
Social Sciences (including psychology)	5718	4013	22	143	168	159	650
Humanities	3504	2571	11	60	81	122	327
Professional Fields (includes business administration, communications, law, theology, and other fields)	2063	1327	8	60	73	26	371
Education	6447	4803	41	95	413	202	418
Other	61	37	--	1	2	--	15
Total All Fields	32,278	21,007	115	1,162	904	709	5,593

Source: National Research Council, Summary Report 1987, Doctorate Recipients from U.S. Universities, Appendix A, Table 1A, (National Academy Press: Washington, D.C., 1988).

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NEW ENGLAND BOARD OF HIGHER EDUCATION
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